



Visoka škola strukovnih studija za vaspitače
„Mihailo Palov” - Vršac



BOOK OF ABSTRACTS

Conference on Linguistic and Intercultural Education

No.13
13th Edition

ALBA IULIA, ROMANIA
28 - 30 June 2024

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Subscriptions:

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Universitatea „1 Decembrie 1918” / *1 Decembrie 1918* University of Alba Iulia

Aeternitas Publishing House

15-17 Unirii Str.

RO 510009 Alba Iulia

Tel: 004-0258-811412, ext. 106

Fax: 004-0258-812630

E-mail: editura_aeternitas@yahoo.com; clie@uab.ro

<http://www.uab.ro/aeternitas/index.php>

ISSN 2668-4381, ISSN-L 2668-4381

ROMÂNIA
MINISTRY OF EDUCATION
1 DECEMBRIE 1918 UNIVERSITY OF ALBA IULIA
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*Visoka škola strukovnih studija za vaspitače
„Mihailo Palov“ - Vršac*



CIEL Centre, 1 Decembrie 1918 University of Alba Iulia
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The 13th Conference on Linguistic and Intercultural Education –
CLIE-2024

Special theme: Language and Artificial Intelligence. Perspectives
and Challenges on Research, Learning, Teaching, Translation, and
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Alba Iulia, 28 - 30 June 2024

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CLIE-2024

CONFERENCE ON LINGUISTIC AND INTERCULTURAL EDUCATION

Alba Iulia, 28 - 30 June 2024

CLIE-2024 continues the successful series of international conferences and workshops organised by dedicated linguists and educators since 2008:

1. **The 1st International Conference on Linguistic and Intercultural Education (CLIE-2008)**, 27-29 November 2008
Venue and host institution: University of Alba Iulia, Romania
Special theme: *Multilingualism and plurilingualism, migrants' languages, minority languages*
2. **The Exploratory Workshop (CLIE-2009): Linguistic and Intercultural Education in the Process of Europeanisation of Higher Education**, 21-23 May 2009
Venue and host institution: University of Alba Iulia, Romania
3. **The 2nd International Conference on Linguistic and Intercultural Education (CLIE-2010)**, 10-12 June 2010
Venue: Hotel Plaža, Herceg Novi, Montenegro
Host institution: Institute of Foreign Languages, University of Montenegro
Special theme: *Linguistic and cultural diversity within European learning communities: cross-cultural and trans-national perspectives*
4. **The 4th ENIEDA Conference on Linguistic and Intercultural Education**, 29 September-1 October 2011
Venue: Hotel Srbija, Vršac, Serbia
Host institution: Teacher Training College, Vršac, Serbia
Special Themes: *Negotiating and constructing European identities across languages and cultures*
5. **The Exploratory Workshop (CLIE-2015): Linguistic and Intercultural Education in the Process of Internationalisation of Higher Education**, 26-28 March 2015
Venue and host institution: University of Alba Iulia, Romania
Special Theme: *Including an 'intercultural dimension' in the internationalisation of teaching, learning and research*
6. **The 6th International Conference on Linguistic and Intercultural Education (CLIE-2016)**, 22 - 24 April, 2016
Venue and host institution: University of Alba Iulia, Romania

Special Theme: *The intrinsic relationship between **language** and **culture** and the multifariousness of their interrelatedness, in particular from a **pragma-semantic** approach*

7. **The 7th edition of the Conference on Linguistic and Intercultural Education – CLIE-2017, Alba Iulia, 16-18 June 2017**

Venue and host institution: University of Alba Iulia, Romania

Special Theme: *Linguistic creativity in intercultural pragmatics*

8. **The 8th edition of Conference on Linguistic and Intercultural Education – CLIE-2018, Alba Iulia, 5-7 July 2018**

Venue and host institution: University of Alba Iulia, Romania

Special Theme: *In varietate Concordia – A hundred years of Romania*

9. **The 9th of Conference on Linguistic and Intercultural Education – CLIE-2019, Alba Iulia, 4-6 July 2019**

Venue and host institution: University of Alba Iulia, Romania

Special Theme: *Indigenous languages matter for development, peace building and reconciliation*

10. **The 10th edition of the Conference on Linguistic and Intercultural Education – CLIE-2020, Alba Iulia, 16-17 October, 2020**

Special Theme: *Metaphors in the time of Coronavirus*

11. **The 11th edition of the Conference on Linguistic and Intercultural Education – CLIE-2021, Alba Iulia, 17–18 December, 2021 (online format)**

Special Theme: *Challenges of on-line pedagogy and research in linguistic and intercultural education*

12. **The 12th edition of the Conference on Linguistic and Intercultural Education – CLIE-2023, Alba Iulia, 30 June–02 July, 2023**

Venue and host institution: University of Alba Iulia, Romania

Special Theme: *From political correctness to cancel culture: Linguistic reflections*

CONFERENCE AIMS AND SCOPE:

Affiliated with *1 Decembrie 1918* University of Alba Iulia, Romania, situated in Central Europe, at the crossroads between Romance, Slavic, German and Hungarian cultures and languages, the **CIEL Centre** has been long activating in the field of language education, intercultural awareness-raising and active citizenship promotion. Its members, academics, practitioners and researchers alike, understand

linguistic and intercultural education as paramount to constructing a global citizenship of culturally competent and aware individuals who display cultural insights and a sense of belonging to the humanity at large.

Artificial Intelligence (AI) has had a booming entrance into our daily landscape, affecting most areas of people's lives, both in a positive and negative manner. Language, as the most basic tool for communication, is being inevitably reshaped as AI resets the ways in which information is perceived and conveyed, also challenging language users and analysts at the level of creativity and motivation. On the one hand, AI can automate repetitive and mundane tasks and save time for users, but on the other, it can also impact the level of human creativity. Over-reliance on AI for more innovative tasks may lead to a decline in human creativity and innovation. If individuals become accustomed to AI-generated ideas or solutions, they may rely less on their own creative instincts and problem-solving skills, resulting in a stagnation of human creativity over time.

Likewise, problematic issues may arise in connection with emotional intelligence. AI is beginning to simulate emotions or generate emotionally expressive responses. Due to this tendency to develop the emotional intelligence of AI's applications by replicating more and more imitative reactions of humans, the improvement of AI is perceived as a possibility to enhance human-computer interactions, making AI more relatable and empathetic. While this seems very useful in some contexts, it often has drawbacks because it cannot yet provide personalized emotional support by analysing an individual's emotional state and offering appropriate interventions or suggestions in all contexts. Artificial Intelligence inevitably causes growing apprehensions about bias, ethical considerations or cultural sensitivity.

As legal frameworks and guidelines are still being developed, AI applications seem to be successfully replacing most professional activities pertaining to language and intercultural communication, we are inevitably faced with a series of legitimate concerns about the directions and evolution of this research field: to what extent are the traditional approaches to translation, interpretation, teaching, learning, and research still needed and how should these be reshaped in order to genuinely benefit daily life experience.

CONFERENCE CHAIR:

Professor **Teodora POPESCU**, University of Alba Iulia, Romania

PLENARY SPEAKERS:

Professor **Attila IMRE**, Sapientia Hungarian University of Transylvania, Cluj-Napoca, Romania

A globalizing medical culture reflected in the translation of acronyms in The Good Doctor

Professor **Daniel DEJICA**, Politehnica Center for Advanced Translation Studies, Politehnica University Timisoara, Romania

Building a Research Culture in Translation Studies

Professor **Giacomo FERRARI**, University of East Piedmont, Italy

Language and AI - An overview and some perspectives

Dr. **Alcina SOUSA**, University of Madeira, CEAUL/ULICES, Portugal, IESL-OHIO

Discourses in Interaction in Global Narratives about/ in the City and the Net

PLENARY SPEAKERS



Professor Attila IMRE,

PhD, phil. hab., is professor in translation studies at Sapientia Hungarian University of Transylvania, Cluj-Napoca, Romania, Department of Applied Linguistics. His research interests range from American culture and civilization to cognitive linguistics, English morphology and syntax, all combined and embedded in translation studies, mostly translation technology, terminology and audiovisual translations. At present, he is busy with creating and analyzing terminology databases of acronyms found in various TV series and online press.

He has published several books, most recently *A Logical English Grammar* (2019) and *An Introduction to Translator Studies* (2020). E-mail: attilaimre@ms.sapientia.ro



Professor Daniel DEJICA, PhD, habil., Professor in the Department of Communication and Foreign Languages and Dean of the Faculty of Communication Sciences, Politehnica University Timișoara. PhD supervisor, affiliated to the Doctoral School of Humanities, West University of Timișoara. Director of the Center for Advanced Translation

Studies (PoliCAT) within Politehnica University Timișoara. His didactic and research interests include translation, discourse analysis, intercultural and interlinguistic communication. He was part of the Doctoral Studies Committee of the European Society for Translation Studies (2009-2018). He coordinates the Translation Studies book series within the Politehnica Publishing House, the Professional Communication and Translation Studies international conference, and is part of the editorial or scientific boards of numerous scientific journals. Together with Muguraș Constantinescu and Titela Vilceanu, he coordinates *A History of Translations in Romanian*, a series of volumes published by the Publishing House of the Romanian Academy.



Professor Giacomo FERRARI, born in Pisa (Italy) on July 13, 1945, attended school and high school in Livorno where he lived till 1972 and graduated in historical linguistics in 1968 at the University of Pisa. He has served in the same university as analyst and programmer, then as teacher of Sanskrit, while carrying research activity in the field of computational linguistics at the National Council of Researches. He also taught Iranian philology, Applied Linguistics, and Computational Linguistics in the University of Milan, and

General Linguistics in the University of Parma. He finally moved to the University of East Piedmont at Vercelli, where he taught General Linguistics, Historical Linguistics, Computational Linguistics, and Technologies for Communication. He also was Dean of the Faculty of Art for six years. He carried researches in different field of historical linguistics, general linguistics, and computational linguistics. Now he is retired, but still holding a course on Cognitive Linguistics, in the University of East Piedmont. He also holds a course on Language and Cognition for the doctoral students of the *1 Dicembre 1918* University of Alba Iulia.



Alcina PEREIRA DE SOUSA

(PhD, Post-Doc, Faculty) is Assistant Professor (2011), English Linguistics, Applied Linguistics, at the Faculty of Arts and Humanities of the University of Madeira (Funchal-Portugal), where she has designed several courses, course director, Erasmus coordinator, among other roles, since 1993. Her main academic interests include discourse analysis, intercultural pragmatics, corpus linguistics, terminology

and translation, stylistics and critical and creative reading in a foreign language, linguistics/literature interface, as well as language and identity, on which she has supervised MA and PhD dissertations, IPRA postdoctoral mentees, postdoctoral research and internships, done research in national (GYNECIA – FCT/PTDC / FER-HFC / 31187/2017; GENTOUR – FCT/PTDC / CS-SOC /119524 / 2010-2015) and international projects (P.I.N.O.K.I.O - 503349-LLP-1-2009-1- IT / Comenius- CMP). She is currently a coordinator of the STATUS UMa-Madeira project, Steering Transition and Advancement of Tertiary Underrepresented Students, Ref. 2021-1-RS01-KA220-HED-000032129, RS01 – Foundation Tempus – Erasmus+ programme, Serbia, 2021-2024) and a research coordinator of the project in progress titled “Mapping identity and diversity in intra- and interlingual lexical and terminological resources (CIEL – “1 Decembrie 1918” University of Alba Iulia, RO, <http://ciel.uab.ro/index.php?pagina=pg&id=40&l=en>). She has delivered talks as a visiting scholar worldwide (DAAD, Erasmus Mobility, FCT-PT, CAPES-Print Brasil grants). She is PhD External Reviewer for Non-Slavonic Languages, Faculty of Arts, University of Nitra, Resol. No.16/2012). She is research member of the University of Lisbon Centre of English Studies (ULICES - FCT), a founding member of the European Network for Intercultural Education Activities (ENIEDA), Adjunct Faculty member at the Institute for the Empirical Study of Language of the Ohio University (USA), ambassador in Portugal of the Poetics and Linguistics Association (PALA), as well as a

member of editorial and scientific boards of a number of academic journals and scholarly associations in Portugal and abroad. Her recent publications include book chapters, four co-edited volumes, as well as many peer-reviewed research papers. ORCID 0000-0003-0019-491X (<http://orcid.org/0000-0003-0019-491X>) Scopus Author ID: 57195628592; Ciência ID: D313-9C93-4D11)

PLENARIES

Professor Attila IMRE

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A globalizing medical culture reflected in the translation of acronyms in *The Good Doctor*

Abstract

Starting from the premise that education is a never-ending process, it is obvious that globalizing has brought about changes that might be felt challenging for all of us. While it may be impossible to give the ultimate definition of culture, scholars agree that it encapsulates “distinctive customs, achievements, products, outlook, etc. of a society or group” (Trumble & Stevenson, 2002, p. 575), forming “a system of collective memory and collective consciousness” (Lotman, 2020, p. 94) shared among the members, adding to the specific identity of ‘us’ versus the ‘outside’ world. Furthermore, we agree that “culture is expressed through language” and “[l]anguage is an expression of culture” (Pettit, 2009, p. 44). However, culture may have various sub-categories, such as communication, military, technological or medical culture, and our primary aim is to discuss how translators’ education has evolved to keep up with the effects of globalization to remain competitive in a field which has been predicted to be taken over by the latest technological advances. More precisely, our paper discusses a possible minimum technical background to handle various challenges of audiovisual translation connected to culture. Terms related to culture have already been labelled as “untranslatable” (Åsberg, 2007, p. 1), “realia” (Klaudy, 2003, p. 41), “culture-bound terms” (Chesterman, 1997, p. 73), “cultural words” (Newmark, 1988, p. 94) or “culturemes” (Lungu-Badea, 2004, p. 21), which are in fact the “the smallest units containing cultural information” (Lungu-Badea, 2012, p. 54). Whatever term we might choose, it is certain that these will inevitably lead to “translation issues” (Lungu-Badea, 2004, p. 21), as it is difficult to “recreate the target culture environment” (Lungu-Badea, 2004, p. 157). To exemplify these challenges, we investigate the Romanian rendition of the first season of a successful TV show, *The Good Doctor*, focusing on acronyms, which are considered as “culturemes par excellence” (Lungu-Badea, 2004, p. 145). As the topic of the TV show belongs to the medical field, we expect that a considerable part of the acronyms found in the episodes belong to

medical terminology, although other fields (such as government, sports, economy, or geography) are bound to appear as well. We have developed a specific software (SRT Manager) enabling us to track all the acronyms (with or without periods) in a .txt or .srt format subtitle file as well as adding them to an Excel spreadsheet file which may be re-used as a term base in CAT-tools. The difficulty of rendering acronyms is probably reflected in the statistics as well, as instead of the 406 English acronyms, we have only spotted 136 Romanian ones, possibly reflecting the translator's expectations regarding the target viewers. The conclusions section deals with the importance of creating a database of culture-related terms, which is not negligible having in mind the projected repetition of terms in dozens of episodes. A final thought is whether medical TV shows rely on the globalizing medical culture of the viewers, as hospitals have already turned into "global villages where ... many languages, cultures and customs intersect" (Quevedo, 2008, p. 63).

Key words: medical culture, acronyms, subtitle, database, *The Good Doctor*.

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Building a Research Culture in Translation Studies

Abstract

The last five decades have witnessed sustained efforts to establish Translation Studies (TS) as a discipline in its own rights. Encyclopedias and dictionaries presenting and developing translation concepts have been edited (Shuttleworth and Cowie, 1997; Delisle, 1999; Baker and Malmkjær, 2001), translation readers and compendia have been published (Venutti, 1995; Munday, 2008; Baker, 2009), and numerous extensive studies have been written, focusing on the history and development of the discipline, or on the theories, approaches and methods used by translators (Ladmiral, 1979; Berman, 1984; Seleskovitch & Lederer, 1986; Larose, 1989; Nord, 1991; Neubert & Shevre, 1993; Gile, 1997; Dancet, 1998; Munday, 2001; Ballard, 2006; Wills, 1996). Such concerns were gradually synthesized by a series of specialists, including Williams and Chesterman (2002), Jones (2005), Lungu Badea (2005), Williams and Harris (2011), and others, and classified or prioritized into varied research and didactic categories.

This presentation provides an image of the main directions of doctoral translation research in Romania in the last decades and illustrates the ways in which they are connected to the main directions of translation research worldwide. It is based on the results of an analysis carried out on 220 PhD theses identified in the databases of the Romanian National Library and defended in the period 1993-2021 in our country (Dejica, Pungă, Badea, Vilceanu 2022).

To analyze the theses, we used an analysis grid consisting of eight categories originating in the existing specialized literature, which include types of translation studies (purpose-based), research approaches and methods used, translation theories applied, types of translations investigated (field-, genre- or method-based) and translation and technology.

The increased interest in translation research in our country is proven by the relatively large number of theses identified and analyzed as well as by the fact that there is an increasing trend regarding the number of theses defended annually, which is gratifying. The results of our analysis show the evolution and development of TS research in our country, from using approaches and methods borrowed from liberal arts to more empiric methods, and from Romantic translation

studies to digital research methods. These and other results we will discuss in the presentation are a proof that translation scholars and researchers contributed gradually to the development of a research culture in translation studies in our country, in terms of behavior, values, expectations, attitudes and norms of research. Last but not least, the deficit analysis we performed on these theses, in relation to the main existing trends in TS research worldwide, allowed us to formulate a series of recommendations regarding the development of translation studies at doctoral level, in terms of content, topic, salience and relevance for a research culture in Romania, which will hopefully contribute to the development of TS worldwide.

We can only hope that universities and doctoral schools will continue to pay the same attention to the development of doctoral programs in the field of translation studies, that they will strengthen existing research directions and that they will lay the foundations for new, innovative directions relevant to translation research. We also hope that young researchers attracted to this field will find in this presentation inspiration for their future studies.

Key words: research culture, doctoral TS research, translation methods, translation approaches, priorities and directions of research in TS.

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Language and AI- An overview and some perspectives

Abstract

The relevance of linguistic studies to many AI fields is proved by the large amount of research as well as running programmes aiming at the understanding of natural language, the modelling of linguistic competence, the production of texts, the automatic summarization and the automatic text indexing. This is one of the most ancient domains of AI research, dating back to the 50s. The first researches were dominated by rule-based approaches based on Chomskian grammar(s), first-order logic, speech acts theory and automatic planning. As an alternative, many researchers supported a statistics-based approach, with the assumption that large linguistic samples and corpora could help in learning much about standard linguistic competence.

Different motivations, often not theoretical, have caused the decreasing interest into the former approach in favour of the latter, also supported by models of automatic learning, under the assumption that there is no point in spending time and energies to model some linguistic competence, whilst computers can learn from corpora few essential patterns and execute them; also there is no reason for trying to understand and create contents, if it is possible to find notions (not knowledge) in the tremendous amount of texts accessible in the web. This is the case of ChatGPT.

Some researchers do not consider such an approach as more determined than the previous one, and many pieces of evidence are brought into the discussion.

It is obvious that this latter approach does not contribute anything new to our understanding of how language works, but it can give interesting indications about the language used in language teaching. The former approach has contributed much more knowledge about language structures, especially in the field of discourse and text. After a brief sketch of the long history of Natural Language Processing, a comparison between the two approaches will be carried.

Key words: Artificial Intelligence foundations, Computational linguistics, Statistical models, Machine learning, ChatGPT.

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Discourses in Interaction in Global Narratives about/ in the City and the Net

Abstract

This talk intends to foster a reflection on the interplay of discourse communities and practices in citizen's linguistic, cultural and inter-semiotic encounters (cf. Augé 1995, 2027; Sousa and Gouveia 2022; Sousa and Gouveia 2021; Sousa and Marçalo 2018; Sousa and Paolinelli 2014) considering language as a socially and historically situated practice (cf. Augé 1995, 2017; Cosgrove 1998, 2003, 2012; Bhabha 1994). Drawing on ongoing research (Sousa & Gouveia 2021, 2022) on interdisciplinary approaches to discourse analysis (Hodge and Kress 1993), the theoretical contributions by Gualberto and Kress (2019) seem to play a role in the understanding of the semiotic landscape of the urban context which calls for the triangulation of voices and discursive practices. These are, thus, perceived (Halliday, 1984) as a mode of social action, and their social and institutional contexts, as a set of metacommunicative resources which also acknowledge multimodality in its bond with the latest social, technological and semiotic changes.

The object of study comprises a corpus of photos, multimodal narratives, retrieved from the web and social media, geolocations, two urban plans (POTMADEIRA and PROTRAM) related to the case study reference (Cavallazzi, 1993) selected for this study in Funchal – Madeira: the promenade Lido – Praia Formosa (sociological criterion). The exploratory analysis, also borrowing from corpus linguistics and an ethnographic approach, aims to: *i.* uncover identity issues in the urban context in the light of institutional discourse (master plans – POTMADEIRA, PROTRAM; governance) and tenets about shared citizenship; *ii.* uncover some of the challenges citizens/ interpreters face in their interaction with diverse discursive practices indebted to the linguistic and semiotic landscape (cf. Cavallazzi and Machado, 2016); *iii.* reflect on socio-discursive imaginaries created by interpreters about/ in urban contexts and in the net (several media and social networks) featured by fragmentation and standardization.

Key words: discourse, urban context, case reference, standard city, multimodal representations.

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PAPERS

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Teaching French Vocabulary through Images

Abstract

This paper explores the effectiveness of integrating visual aids into vocabulary instruction as a novel and dynamic approach to language education. Recognizing the pivotal role of vocabulary in language acquisition, this study investigates the impact of incorporating images into teaching strategies, aiming to enhance students' retention, comprehension, and overall language proficiency. The research methodology involves a comprehensive review of existing literature on language acquisition, cognitive psychology, and pedagogy, providing a theoretical foundation for the integration of visual aids in vocabulary instruction. Additionally, the study includes empirical evidence gathered through classroom experiments and assessments, comparing the outcomes of traditional teaching methods with those employing visual aids. The results indicate a significant improvement in students' vocabulary acquisition when visual elements are incorporated into the learning process. Visual aids not only capture learners' attention but also facilitate a deeper understanding of word meanings, relationships, and usage in context. The paper explores various types of visual stimuli, such as illustrations, infographics, and multimedia resources, and assesses their effectiveness across different age groups and proficiency levels. In conclusion, this paper advocates for the integration of visual aids as a pedagogical tool to revolutionize vocabulary instruction. By leveraging the power of images, educators can create engaging and immersive learning experiences, fostering a more effective and enjoyable language learning environment. This research contributes to the ongoing discourse on innovative language education methodologies, encouraging further exploration and adoption of visual-based approaches in classrooms worldwide.

Key words: vocabulary, teaching, images, visual, learners.

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Surveillance, Control, and Manipulation: A Comparative Analysis of George Orwell's 1984 and Modern Artificial Intelligence

Abstract

This paper presents a comparative analysis of George Orwell's *1984* and the contemporary landscape of artificial intelligence (AI), with a focus on the themes of surveillance, control, and manipulation. Orwell's dystopian vision, articulated through a highly controlled lexicon, highlights the power of language in shaping thought and reality, where every aspect of human emotion is monitored and controlled by the ruling state. Similarly, modern AI systems exhibit unprecedented capabilities in mass surveillance, bringing both blessings and curses to our lives. While these technologies enhance safety by preventing crimes and monitoring unlawful activities, they also compromise individual privacy and autonomy. The delimitation of words and information in Orwell's *Newspeak* finds a parallel in today's AI-driven surveillance, where our movements are tracked, personal data collected, and freedom of expression curtailed. This study makes inquiries into these intersections, exploring how the control and manipulation of information impact society. By investigating the ethical implications and potential consequences of advanced AI technologies, the analysis underscores the need for a balanced approach to safeguard both security and personal freedoms in the digital age.

Key words: privacy, manipulation, AI, social control, surveillance.

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Bionote

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Challenges of Artificial Intelligence in Deciphering Conversational Implicatures

Abstract

This article delves into the complex landscape of artificial intelligence (AI) and its struggles in navigating the subtleties of conversational implicatures, pivotal elements of human communication grounded in pragmatic principles. Conversational implicatures, as integral components of discourse, encompass the implied meanings that extend beyond the literal expressions within conversations. These implicit cues play a crucial role in conveying intentions, attitudes, and social dynamics, enriching communication and facilitating efficient exchange of information among interlocutors.

While AI offers promising avenues for deciphering implicit meanings, it grapples with significant challenges owing to the intricate and context-dependent nature of conversational implicatures. One of the primary challenges AI encounters is contextual ambiguity. Conversational implicatures heavily rely on contextual cues, including situational, linguistic, and cultural factors, for their interpretation. However, the contextual landscape can be multifaceted and ambiguous, making it challenging for AI systems to discern the intended meaning accurately amidst contextual intricacies. Without robust contextual understanding, AI may struggle to navigate the subtle nuances embedded within conversational implicatures, leading to potential misinterpretations and breakdowns in communication.

Another formidable challenge AI faces is pragmatic variation. Conversational implicatures exhibit variability across linguistic communities, cultural contexts, and social settings. The interpretation of implicatures is influenced by cultural norms, social conventions, and individual communicative styles, posing challenges for AI systems in generalizing implicature interpretations across diverse populations. To address this challenge, AI researchers must develop approaches that accommodate cultural and linguistic diversity in implicature recognition algorithms, ensuring that AI systems can adapt to various communicative contexts and social norms.

Furthermore, the incorporation of non-verbal cues presents a significant hurdle for AI in deciphering conversational implicatures. Many implicatures are conveyed through non-verbal channels such as tone of voice, facial expressions, and body language, which complement or modify the explicit meaning of linguistic expressions. However, existing natural language processing techniques primarily focus on textual data, potentially overlooking vital non-verbal cues that augment implicit communication. Integrating non-verbal cues into AI models requires advancements in multimodal analysis and the development of robust techniques for processing and interpreting non-verbal information.

In addition to the challenges mentioned above, AI systems may struggle with the subtlety and indirectness inherent in conversational implicatures. Implicatures often manifest as subtle implications or indirect suggestions, demanding of listeners the capacity to infer meaning beyond literal interpretations. AI systems may lack the nuanced reasoning abilities or insights into speaker intentions necessary to accurately detect and interpret these implicit cues.

By exploring the multifaceted difficulties AI faces in interpreting conversational implicatures, this paper aims to shed light on potential paths forward for research and development in this critical domain. Addressing these challenges requires interdisciplinary efforts that integrate insights from linguistics, psychology, computer science, and sociology. Future advancements in AI-driven implicature recognition hold the promise of enhancing the effectiveness of human-machine communication and facilitating more seamless interactions between humans and intelligent systems in diverse social and cultural contexts.

Key words: artificial intelligence, conversational implicature, pragmatics, verbal cues, non-verbal cues.

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Bionote

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The Beginner's Guide to Opera and Theater Librettos. What role does Artificial Intelligence play?

Abstract

This paper presents the results of a text analysis project carried out by first-year LMA students in the second semester of this year. Starting from the script from which a well-known opera is built, students created journalistic texts, argumentative texts, press releases, and reviews, guided by specific textual and extratextual criteria. AI was also integrated to see its textual and cultural role. This paper aims to show the connection between academia and the professional/cultural environment, reflecting on the integration of theoretical aspects and AI in the cultural field.

Key words: guide, librettos, AI, journalistic texts, argumentative texts

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The Whimsical Humour in the Movie *Leap Year*

Abstract

In this paper, the identification of whimsical humour in the screenplay of Anand Tucker's movie *Leap Year* is the primary focus. Through a study of witty dialogue, smart wordplay, and amusing situations produced by the protagonists, I will investigate how Tucker professionally employs script language to bring whimsical humour into the movie. The paper makes the case that *Leap Year* successfully embraces surreal, humorous elements by using exaggerated language, creative metaphors, and playfully odd exchanges, which add a fascinating and engaging component to the story. The research will employ various methods, such as the qualitative content analysis approach by recognising and classifying humorous devices, as well as the discourse analysis method, which will shed light on how script language creates humour and adds value to the subject.

The purpose of the research is also to demonstrate how the humour of the male lead character fits the ideology of superiority. According to this notion, people frequently use comedy to prove their authority and competence over others. The character deliberately employs this type of humour to demonstrate his dominance over other characters. Moreover, I will examine how the humour of *Leap Year*'s protagonist corresponds to the traits of the superiority theory and how it affects the movie's overall dynamic.

Key words: Leap Year, whimsical humour, script language, witty dialogue, irony, superiority theory, creative metaphors, playfully odd exchanges.

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Bionote

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Taking a Glimpse into the Future of Literary Translation Given Human Skills and AI Developments

Abstract

This paper presents the results of a specialized translation project (literary translation) carried out by first-year LMA students in the second semester of the last year. This paper presents all the steps followed to realize a literary translation for children, starting from the pre-translation phase, continuing with the translation phase, and ending with the post-translation phase. During the presentation of these three main phases, we will try to present the results of the integration of the AI component in a literary translation process to compare the role of human performance and AI development. This paper aims to show the connection between academia and the professional environment in the preparation, realization, and use of specialized translation through the evolution of AI.

Key words: translation project, literary translation, AI development, human skills.

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Bionotes

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A speech act approach to expert statements on the impact of AI on “language services”

Abstract

In present times we are witnessing a mind-blowing development of AI and Large Language Models (LLM), which can generate human-like responses to any question, with an unprecedented potential for application, introducing “the future of interaction between humans and machines” (OpenAI, 2024, May 13), while at the same time raising significant ethical concerns related to authorship and misinformation (Rane et al., 2023), with serious implications at a level of fairness and representation in language use (Gebru et al., 2021). One such language model is ChatGPT, created by OpenAI, a program we can find on the web which can compose textual, visual or audio content on any topic, providing instant access to all human knowledge. The program is nowadays used by over 100 million people for its ability to effectively assist with writing and translation, to name but two of its capabilities from the textual range, while it also seems to be underestimating the importance of linguistic theory and nuances of human communication, which significantly surpass and outsmart mere data, potentially spreading misunderstanding and misinformation (Roose, 2023). In a context where generative AI is still largely unknown and the world is still struggling with overcoming its resistance to change and digital innovation, this article proposes an examination of the ongoing global conversation on the implications of how AI language models influence language use and language studies. The data for analysis consist of a range of perspectives and statements recently made by leading experts, famous professors, cognitive scientists, linguists and AI critics, collected from various online media (youtube, press) considering the phenomenon both in terms of advancements in understanding linguistic patterns and variations as well as ethical challenges and limitations of AI technology. Notably, the global conversation on the topic is controversial and the volume of scientific contributions on the matter is ever-expanding, basically following two main directions: on the one hand we are faced with a “Promethean, most significant advancement ever” (Chomsky, 2023) through the “power to generate coherent and contextually relevant text” (Mokashi, 2024) and, on the other hand, there is lack of comprehension through “genuine failure to understand deeper meanings and subtleties of

language” (Gebru et al., 2021) and “terrific technique of disinformation [...] (created with) no scientific interest, no intellectual interest, but a very threatening, dangerous development” (Chomsky, 2023), highlighting the important question of the distinction between statistical fluency i.e. coherent texts and genuine understanding of language, seen as the preserve of humans. Methodologically, considering that the new language model which can interact with the world through visual, audio and textual content, viewed through the lens of the ongoing global conversation on the topic, provides resourceful case study material for linguists, the analysis applies the principles of the traditional speech act theories (Austin, 1962, Searle et al., 1980) to a selection of impactful statements, with the large objective of outlining a series of features of the current social status quo through the description and interpretation of the speech acts performed by experts through sharing their views and providing a wider perspective to help the general public to understand and integrate the novelties of human-machine interaction. The analysis also considers (the function of) language in the mentioned new interactional contexts shaping its form, from the prism of a new theory of context (Yus, 2023; McLoughlin & Indurkha in Trillo, 2023).

Key words: ChatGPT, AI language model, language use, language studies, speech act approach.

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Bionote

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Let's Learn English Verb Tenses Through...Songs. Do we need AI Writing Assistance?

Abstract

This paper presents the results of an English grammar project carried out by first-year LMA students in the second semester of this year. Starting from the characteristics of English verb tenses, the students will try to emphasize the main steps used to create the song and to compare these steps with the suggestions made by AI. Also, through this exercise, the students aim to highlight different possibilities to learn English verb tenses using non-formal methods. This paper aims to show the connection between English grammar and the cultural field (music), reflecting on the integration of non-formal specific elements in a formal learning framework.

Key words: English verb tenses, songs, cultural field, AI, non-formal education.

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Bionotes

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Legal Translations and AI. Job Requirements: Thematic Knowledge, Experience, Skills?

Abstract

This paper presents the results of a specialized translation project (legal translation) carried out by second-year LMA students in the second semester of this year. Starting from a real-life task, the translation of a franchise contract for a French company, we will bring to the public's attention the object of legal translation, namely the combination of thematic knowledge with the necessary experience and transfer skills. Moreover, we will also answer the question of whether AI has a positive role or not in the legal translation process. This paper aims to show the connection between academia and the professional environment in the preparation, realization, and use of specialized translation through the evolution of AI.

Key words: translation project, legal translation, AI, thematic knowledge, experience, skills.

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Cultural Sensitivity in AI Translation of Chinese Language: Evaluating AI's Capability to Grasp Culturally Rich Texts

Abstract

The integration of Artificial Intelligence (AI) into translation tools has significantly altered the linguistic landscape, offering substantial benefits in terms of efficiency and accessibility. However, the rapid deployment of these technologies raises critical concerns regarding their ability to handle the nuanced complexities of language, especially in maintaining cultural sensitivity and contextual accuracy in translations. This is particularly pertinent in the case of Chinese, a language rich in idiomatic expressions and cultural references, where incorrect translations can lead to significant misinterpretations.

The present study aims to critically evaluate the performance of the most popular AI translation tools in accurately translating culturally rich Chinese texts. Specifically, it seeks to assess the quality of translations regarding cultural sensitivity, idiomatic accuracy, and contextual appropriateness. The methodology followed includes a comparative analysis conducted using a curated corpus of Chinese texts encompassing various genres— classic literature from the Chinese Text Project platform, recent news texts from several different domains (society, culture, technology, and science) from the platform Chairman's Bao, contemporary colloquial conversations from Mandarin Bean and specialized technical manuals accessible through Baidu Wenku. These platforms have been selected for their comprehensive representation of linguistic and cultural diversity. This diverse collection ensures a robust test of AI translation capabilities across different text genres. For the analysis, several leading AI translation tools including Google Translate, Microsoft Translator, Baidu Translate, DeepL Translator, Amazon Translate, Papago will be evaluated. The tools will be assessed using both qualitative and quantitative methods. The study is expected to find varied effectiveness among the AI tools, with anticipated deficiencies in translating idiomatic expressions and maintaining cultural authenticity. The findings will offer crucial insights into the current capabilities and limitations of AI translation tools, emphasizing areas where AI can augment human translation efforts and identifying gaps

that require further technological refinement with human contribution.

This research fills a critical knowledge gap concerning the intersection of AI and cultural sensitivity in translation practices, contributing to the ongoing discourse on AI's ethical and practical impacts in linguistic applications.

Key words: Cultural sensitivity, Culturemes, Idioms, Chinese language, AI translation, Culturally Rich Texts.

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Bionote

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To What Extent is Emily Brontë Original in her Novel, *Wuthering Heights*?

Abstract

It is my intention, in this paper, to thoroughly analyze the way in which Emily Brontë is original in her novel *Wuthering Heights*, and also to what extent this is the case. Besides this, I shall also look into the authors that have influenced her work and the way in which they are reflected in her writing. Therefore, the aim of the research is to assess the influences upon Emily Brontë and how *Wuthering Heights* mirrors these elements.

I shall start the essay by discussing the term “originality”, its connotations and how these are reflected in a piece of writing; as well, in my endeavor, I shall resort to both qualitative and quantitative data, resuming the research I have conducted in this area. I shall, furthermore, make reference to critics and writers that have comprehensively studied Emily Brontë and *Wuthering Heights*, but also her background, influences and previous work, all of which have contributed to the way in which she has written her sole novel.

Emily Brontë is an avid reader of some important authors, such as William Shakespeare, William Wordsworth, Lord Byron, Sir Walter Scott or Victor Hugo – the beliefs, setting and character similarities, name and situational correspondence with the compositions of these writers are to be noticed from afar. Not only does Emily Brontë borrow from these authors, but she permeates her own Gondal ideas and instances from her previously published poems. In addition to this, recurrent allusions to the Bible are to be found in *Wuthering Heights*, as Emily Brontë used to read it from early infancy, together with her siblings, at their father’s guidance.

More to it, the authoress under scrutiny is considered a promoter of new ideas, too: in this respect, she often resembles William Blake, as they have addressed universal issues in their works, ideas and principles unaffected by time or place. From this point of view, Emily Brontë is considered to have been a “visionary”; important critics have also debated upon the authoress’s ability to “go forward in time”, as valuable descendants such as Charles Darwin, Henry James and George Eliot are considered to have taken up and reflected in their works some of Emily Brontë’s conceptions.

All of these topics are to be taken into consideration in the essay, from various perspectives and approaches. I consider this way to be one of the most pertinent ones, as based on it, important data is collected, analyzed and significant conclusions are drawn established on facts.

Key words: originality, influences, vision.

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Bionote

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Positive Language Learning Environment in Teacher Trainees' Visions

Abstract

The study explores teacher trainees' visions regarding their ideal future English class with a special focus on emotions and positive language learning environment.

One of the conducive factors supporting learners' growth and well-being is creating a positive classroom climate (Gabrys-Barker, 2016). As Dörnyei and Muir (2019: 720) state in the process of foreign language learning a motivating classroom climate and classroom experience are as important as the quality and quantity of foreign language input, teaching methodology and learner traits and strategies.

The study looks at teacher trainees' written narratives describing their future ideal English language class and investigates the emotions and classroom atmosphere they describe as a goal for them to create a perfect English language learning environment.

Content analysis of the written narratives suggest that teacher trainees aim at creating a positive classroom environment both in terms of classroom decoration, seating arrangements and dealing with emotions and providing emotional support for their future learners in order to lower their anxiety.

Key words: foreign language learning, positive classroom environment, classroom experience, emotions.

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Bionote

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Speech Acts and Dialogic Action Games in Jokes

Abstract

Speech Acts and Dialogic Action Games in Jokes aims to exploit various pragmatic theories that will lead to a fruitful analysis. The purpose of the paper is to demonstrate how these theories fit perfectly with the analysis of concrete examples.

Diverse types of speech acts are defined and exemplified in the introductory section. Dialogic action games (Weigand, 2010) are highlighted in the second section, and finally, the empirical part of the paper focuses entirely on the corpus of jokes.

Regarding the research methods, the theories of humor proposed by Attardo (1986) and Raskin (2008) put forward the Semantic Script Theory of Humor (SSTH), which suggests that any joke follows a specific pattern. For example, Raskin's "Doctor Script" versus Schank and Abelson's "Restaurant Script." The concept of script is associated with the SSTH, which understands "script" as a neutral term among various proposals or variants (frame, schema, etc.)—all of these notions having the same sense and meaning identical to the word "script."

The theories discussed in the paper contrast each other but, paradoxically, in the analysis structure, they form a whole, like pieces of a puzzle. Thus, while Attardo's theory focuses on ways of understanding jokes starting with overlapping and oppositeness and arriving at types of scripts, Robert Schank deals with a specific type of script—the "Restaurant Script," establishing its steps to help interlocutors provide a better and more explicit analysis.

Attardo and Schank mainly deal with concepts related to the structure, such as the definition of scripts, whereas Maranda focuses on identifying the correct meaning of riddles—the simplest yet most complex form of joke.

Jokes are classified according to their basic meaning (misuse of English) but also paying attention to other important aspects such as difficulty (riddles and puns) or length (long and short jokes). These criteria may lead to the following categories:

-Long or short jokes: Determined by their significant trait, i.e., large or short length. Jokes that bear the form of small dialogues or the retelling of an event without the need for an exchange of words.

-Misuse of English: Based on (un)intentional improper use of some word that affects the level of understanding, with the main purpose of arousing laughter.

-Puns: Represent, according to the Longman Dictionary (2006, p. 1235), an amusing use of a word or phrase that has two meanings, or words that have the same sound but different meanings.

-Riddles: Another typical category of jokes whose main feature is the difficulty of grasping the meaning and providing an appropriate answer.

In addition to being humorous, jokes challenge thinking, forcing us to build connections between abstract notions or to create and discover similarities between real elements and abstract ones. When trying to find the most appropriate answer to a joke, interlocutors make connections, passing through the filter of their thoughts different notions that are found in their life experiences or puzzle them when offering unique and unprecedented responses.

Key words: language, speech acts theory, script, types of jokes.

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Bionote

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The Concept of Reference in the Context of English Progressive Verb Forms

Abstract

The research in this paper is focused on the realization of the meaning of English progressive verb forms in the predicate. In literary text it is usually the case that a progressive aspect is introduced by a non-progressive situation which serves as some sort of temporal anchoring of the whole sentence. An attempt is made to determine the contextual environment in which the progressive forms, as context-dependent and grammatically marked, realize their meaning in mostly complex English sentences. We rely primarily on Leach's philosophy of the progressive forms (Leach, 2004) and observe their use and their meanings on an authentic and current corpus. We assume that progressive forms can realize their meaning only by comparison, comparison or reference to non-progressive verb forms with which they appear immediately or in the same context. We emphasize that reference to the meaning of non-progressive verb forms is a key method of looking at the meaning and use of progressive English verb forms. What is established is that any possible level of the meaning of the progressive is being realized only in comparison to the non-progressive and that they can be multiple, ranging from the feature of being temporary, in progress or even lasting, as compared and contrasted to what is non-progressive.

Key words: progressive, non-progressive, reference, context, meaning.

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Bionote

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Anglicisms Among Adolescents

Abstract

As everyone knows, nowadays, teenagers primarily communicate in virtual areas, using English as a language of interaction. It also becomes the language that youngsters are more likely to choose in school.

This research paper presents a variety of arguments for why they have chosen English as their preferred foreign language and its purpose is to illustrate the preference of the adolescents for using anglicisms in everyday conversations and to examine the effects of its usage in Romanian. For this reason, I have decided to use as a principal method a questionnaire with a range of items and I have encouraged my students to fill in the blanks by selecting the most typical answer. In order to determine whether the paper's objective can be accomplished, I have done a survey with a sample of 43 teenagers, aged between 10 and 14, who were required to answer six multiple-choice questions and fill-in-the-blanks items.

As a result, I observed that it is was hard to completely avoid English words in Romanian, which are becoming more and more common in youngsters' everyday language, because they learn English from an early age. Their preference for English, which they accustomed to, was clear in most of their answers. I concluded that borrowings are a frequent and significant in a language evolution and language itself represents a living organism, that accepts and rejects, changes and develops daily.

Key words: communication, adolescents, borrowings, interaction, evolution.

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Bionote

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Technical Translation: How AI is Changing the Game?

Abstract

This paper presents the results of a specialized translation project (technical translation) carried out by first-year LMA students in the second semester of this year. The students will try to emphasize the phases of a technical translation process, describing the main steps and presenting the specific problems encountered and the particular strategies applied. Moreover, the role of the AI will be also discussed. This paper aims to show the role of research in preparing, realizing, and delivering a specialized translation.

Key words: technical translation, AI, main steps, problems, strategies.

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Bionotes

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Developing Terminological Skills. The Case of Business Translation

Abstract

The research question addressed in this paper stems from the need of using specialised terminology accurately in specialised business translation. To this end, the paper deals with the importance of embedding specialised terminology in translation, the case of business terminology in the pair of languages English- Romanian. It represents a hands-on practice guide to Translation- oriented Terminology and it advocates the integration of business terminology into specialised business translation. The paper also fosters the importance of empowering translation students with the research competence necessary in the translation of business texts.

The article also fills the void in the theory pertaining to the translation of business texts, providing practical solutions and identifying translation strategies. The problems scrutinised and enumerated in this article went out of a list of difficulties encountered in the process of translating business texts.

The translation of specialised texts requires carrying out terminology management, a good use of translation resources and familiarisation with the template of the business text.

The analysis carried out in this paper relies on the use of corpora. The evolution of the internet and technology is echoed in Terminology as well: the compilation of corpora, the creation of specific software to process corpora.

Two self-made corpora compiled by the author, one in English and another one in Romanian are used for the analysis of terminological correspondences. Corpus 1 comprises 12, 800 words and is populated with business and financial documents retrieved from bank websites and databases. Corpus 2 is made up of 12,400 words and contains Romanian business and financial documents. These corpora address to professional translators and contain specialised terminology. Sample documents retrieved from the Romanian corpus made up of business and financial documents are scrutinised and translation solutions are proposed.

The translation of economic and business texts means to render the texts from SL into TL and achieve sameness between the

two texts. The specific problems which arise in the specialised business translation encompass: the translation of multi-word terms, the use of collocations, the issue of polysemy, the translation of metaphors and figurative language, the accurate use of business terminology.

The paper draws on the complexity of the translation process and on the complex role of the translator who manages terminology, mediates communication, conducts research, edits and proofreads the documents. It pinpoints the role of the translator who must assess the resources available and select the best choices. Furthermore, the translator of business and economic texts should have the ability to differentiate between business genres. The paper reinforces the idea that the translator of the business and economic texts must not be a specialist in the field he/she translates from, he/she must understand the text in SL and transfer it to the TL.

Key words: Business texts, Terminology, Specialised translation.

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Bionote

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COVID-19 Puns from Artificial Intelligence to Corpus Linguistics

Abstract

The Covid-19 pandemic represented the most difficult medical issue of the century. Pros and cons opinions addressed to the measures that the governments of the world have taken to stop the spread of the coronavirus can be an interesting research topic. The online environment abounds with hate speech when it comes to politics, sexual orientation, religion, race, sports or the economy. A matter of life and death like the pandemic caused by the new coronavirus could not be an exception. Covid-19 puns were intended to bring some humour during a tough time while being mindful of the serious nature of the pandemic. But puns can be collections of smiles as well as hate speech manifestations. The present article is part of a much larger research on hate speech manifested in the online environment, more precisely the undersigned's PhD research proposal entitled "A Corpus Analysis of COVID-19 Hate Speech on Facebook". Driven in parallel, the present research aims to detect, analyse and understand COVID-19 puns generated by both Artificial Intelligence (AI) and corpus-based method. Starting from a simple hypothesis, namely if Facebook users employ puns to express their for and against opinions on COVID-19 then they use hate speech to exercise power on others. The research needed a data basis, a corpus to be analysed. The corpus used in the experimental approach is a self-made one, which grew constantly over the course of a year as the measures to limit the spread of the virus evolved from social distancing, lockdowns and quarantines to mass testing, vaccination and green pass passports. It was made up of the comments that Internet users posted to some articles and news on COVID-19 topic that appeared on various Facebook pages of some British, American and international newspapers, magazines and news channels. The experimental instruments used in the research were Chat GPT AI for the artificial intelligence part, Facebook Comments Extractor and ConcApp, a concordancer with the help of which the corpus was manipulated. The acquired results confirmed the working hypothesis of the research. Those results gained with the help of AI

were extracted much faster, attributing a large amount of humour to the puns but warning about these manipulations of language that can exacerbate prejudice, discrimination, and violence against individuals and groups, particularly those who are already vulnerable or marginalized. The corpus-based method reveals much deeper examples that only human skills, pragmatics and knowledge about life and the world can detect and understand. It's essential to be aware of the power of words and strive for respectful and accurate communication, especially during a global crisis. With the passing of the pandemic, new obstacles await. Again opinions are divided, some seeing the development of AI as an opportunity while others see it as an imminent threat. Although some people are concerned that Artificial Intelligence can replace the human workforce, at least at the moment with this free version, the human perception of the world cannot be completely replaced by any technology.

Key words: COVID-19 Puns, Corpus Linguistics, Facebook, Artificial Intelligence, Hate speech.

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Bionote

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Glass Ceiling in Political Discourse: A Case Study of Power Vacuum in Politics and Political Crisis and how they shape discourse

Abstract

The term 'glass ceiling' was first used in the United States in the 1970s to refer to the imperceptible artificial obstacle that prevents women from achieving top executive positions. These barriers are the result of organizational and gender biases. Gender disparity in society and the economy are reflected in the existence of glass ceilings, whether they are in the workplace or in politics. (Wirth, 2001: 1)

According to Baxter and Wright (2000: 275), glass ceiling is a concept which often means that women find it more challenging than men to climb up the ladder and to move up the social and professional hierarchy due to the numerous challenges and obstacles that women are confronted with in the workplace in comparison with men. Glass ceiling is often associated with gender discrimination and it often illustrates unequal professional opportunities for women or difficulties to get to hierarchical positions within companies or multinational corporations.

Historically speaking, starting with the 1950s, there has been a significant reduction in agriculture and a steady increase in manufacturing throughout Europe and the USA. The advent of heavy industry brought about important economic changes, with more job openings and better job opportunities for women.

Glass ceiling is also connected to the idea of gender stereotyping, which actually suggests that there are predominant attitudes about men and women in politics often framed by the media, which are reflected in stereotypes about how women politicians are expected to behave in relationship with their male counterparts. Media framing actually refers to the misrepresentation of women and men in terms of displaying specific political behaviour, which is expected to match their gender. (Murray, 2010: 7) More precisely, women politicians are expected to be nurturing and caring whereas men need to be aggressive and tough.

Key words: Glass ceiling, gender stereotypes, women's political misrepresentation, political discrimination.

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Bionote

Cristina KALLAI is a first-year PhD student at *1 Decembrie 1918* University of Alba Iulia. Her main focus of research is Linguistics, an area which aligns with her interest in studying gender differences in political discourse. She has chosen this area of research because she would like to assess whether women get elected according to a fair quota and if social and political divisions influence women's access to political hierarchy. Nowadays, more and more women are being elected in leadership positions or are running for national parliaments or the Presidency than ever before. For this reason, she would like to examine whether their representation at highest levels is successful and fair, and to identify the obstacles encountered by women in breaking gender stereotypes.

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Does or does not the legal translation field benefit from AI?

Abstract

This paper presents the results of a specialized translation project (legal translation) carried out by first-year LMA students in the second semester of this year. During the project, first-year students had to identify the possible questions to ask a client before starting a translation project (Translation Brief); to highlight the main intra- and extra-textual elements of the main and target texts (T.O.S.T.A); to find out the main problems and to apply the most relevant strategies; and to analyze the specific terminology. Moreover, during the project, the students tried to answer the question if AI has a positive role or not in the legal translation process. This paper aims to show the role of the research to prepare, realize, and deliver a specialized translation.

Key words: translation project, legal translation, AI, Translation Brief, T.O.S.T.A, problems and strategies.

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Bionotes

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History as Paysage Moralisé and Narratives of Desire: Niall Ferguson's *The West and the Rest* (2011)

Abstract

Postmodernist historiography no longer cherishes illusions of accurate recovery of past events and appropriate judgements passed on the protagonists of national sagas. As a matter of fact, the deconstruction of the historical subject has gone so far as to consider, as in Foucault's case (*Discipline and Punish. The Birth of the Prison*, 1975) that power has become invisible, that there is no identifiable agency in the progress of events. From science, historiography has stepped down to the status of narrative shared in common with any work of fiction. The venues of history have turned to mental spaces, hypothetic scripts accommodating the lives of people across national borders, irrespective of political and administrative divisions. Niall Ferguson (born 18 April 1964) is a British historian specializing in economic history, whose prominent career included a position of Professor of History at Harvard University and Harvard Business School, Senior Research Fellow at Jesus College (Oxford University), Senior Fellow at the Hoover Institution (Stanford University) and Professor of History and International Relations at the London School of Economics. Among the works that made him famous we want to mention a few titles: *Paper and Iron: Hamburg Business and German Politics in the Era of Inflation 1897-1927* (1993), *Virtual History: Alternatives and Counterfactuals* (1997), *The Pity of War: Explaining World War One* (1998), *The Cash Nexus: Money and Power in the Modern World, 1700-2000* (2001), *Empire: How Britain Made the Modern World* (2003), *Colossus: The Rise And Fall Of The American Empire* (2004), and *The Ascent of Money: A Financial History of the World* (2008). Niall Ferguson is such a historian who deals in hypothetical constructs and even in counterfactual or alternative histories. The history of the world as record of past events is replaced with a story about the rich heiresses and Cinderella, that is, the rich Western countries and the insignificant 'Rest', which, as Hamlet says, is silence on the big scene of world history. On the other hand, Ferguson plays a game of probabilities, trying to guess what would have happened in the absence of certain factors intervening in the history we know. He is the author of a book entitled *Virtual History: Alternatives and Counterfactuals* published by Basic Books in 1997. His guess work is

meant to answer questions he himself and a number of contributors to this collection of essays are pondering on: What if there had been no American Revolution? What if Germany had invaded Britain in May 1940? What if John F. Kennedy had lived? This time again we can find a correlative in Romanian fiction rather than theory.

Key words: New Historicism, Cultural Studies, metalanguage, metatheory.

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Bionote

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Unlocking the Power of Words: Exploring the Role of Figurative Language in 'Dead Poets Society'

Abstract

This research paper delves into the extensive use of figurative language in Peter Weir's cinematic masterpiece, "Dead Poets Society." The film serves as a powerful case study to demonstrate the transformative impact of figurative language in cinema. By examining a qualitative methodology, this study meticulously analyzes the film's dialogues and scenes to uncover the intricate layers of figurative language. Focusing on metaphors, similes, proverbs, and irony, the research showcases how these elements contribute to thematic depth, character development, and the overall storytelling process. Specific instances from the film highlight the essential role of figurative language in conveying complex ideas and emotions, elevating it from mere embellishment to a vital storytelling device. Subtly employed, these figurative expressions enhance the movie's themes, providing depth and resonance to its philosophical core, with the iconic metaphor 'Carpe Diem' and other figurative expressions serving as timeless reflections of the film's essence. Through a detailed exploration of these linguistic devices, the study reveals their diverse contributions to the film's poetic atmosphere—metaphors offer imaginative rationality, similes draw clear parallels, irony adds complexity, and proverbs encapsulate universal truths. These elements convey profound insights about life, individuality, and societal expectations, enhancing our understanding of the characters' inner worlds and the intricacies of their struggles. This research not only addresses a gap in the existing literature on figurative language in cinema but also enriches our comprehension of the artistic techniques filmmakers use to craft emotionally resonant narratives.

Key words: figurative language, cinematic storytelling, film analysis, character development, metaphors.

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Bionote

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Cultural Integration via Lego® Serious Play®

Abstract

The main claim of this empirical investigation is that Lego® constructions reify particular features of the participants' identities and cultural dimensions (Hofstede et al., 2010), thereby enhancing their integration within the community. The target group of the research is represented by foreign students from Nigeria, Syria, Jordan, Iran, Palestine, Sri Lanka that were studying Romanian as a foreign language at 1 Decembrie 1918 University of Alba Iulia in 2023, with a view to pursuing their Bachelor or Master degree in Romanian universities. The interpretation of the models that the participants built in order to project their perspective upon the multicultural classroom, on the one hand, and upon the process of learning Romanian, on the other, reveals the way in which meaning is embodied (Lakoff, 1987) and is grounded in bodily action (Johnson, 2007), the whole construction process involving both social decentering (Redmond, 2018) and self recentering (Ravon, 2008). The private cognitive type (Eco, 1997) that is outlined by the participants' constructions and accompanying narratives is finally matched against the country comparison tool provided by the Culture Factor Group that uses ChatGPT and Gemini in order to contrast cultural data.

Key words: Lego® Serious Play®, conceptual metaphors, cultural dimensions, embodiment, social decentering, self recentering.

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Bionote

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AFs Communication as Depicted in Kazuo Ishiguro's *Klara and the Sun*

Abstract

This study focuses on certain communication trends in Kazuo Ishiguro's renowned novel *Klara and the Sun*. In a fictional universe where humans and AI individuals called AFs or Artificial Friends coexist, communication between humans and computer-based beings is possible even on an intimate level. This paper observes how Klara, the novel's protagonist, who is an AF, communicates with other AFs and humans, with the aim of revealing how fictional language develops in the context of the novel. Klara's discourse transcends words, given that AFs are constructed in a way that allows them to feel emotions, both positive and negative. Klara's ability to connect, in multiple instances, with both humans and AFs demonstrates that she has remarkable innate communication skills. This study also points out the similarity in discourse between the AFs and real humans by developing ideas about their critical and creative thinking, while also investigating the depiction of human vulnerability from an emotional and communicational standpoint. Klara and the other AFs are capable of making logical decisions, but they are not solely based on factual data, but also on empathy and care, benefiting the humans they interact with. The novel reveals different patterns of communication, illustrating, at the same time, the AFs superiority over humans regarding both the simple exchange of factual information, and the ability to connect on a deep, emotional level.

Key words: AF, language, communication, discourse analysis.

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Bionote

Alexandru-Bogdan PÂRLIȚEANU graduated with a BA in English and Romanian language and literature, and an MA in English Language, Literature and Culture in the European Context at *1 Decembrie 1918* University of Alba Iulia, and he is currently enrolled as an MA student in Romanian Literature and Culture within a European Context. His primary research interest is 20th-century dystopian literature, an interest which culminated in both a Bachelor's and Master's degree thesis on the topic. He also has research interests in pragmatics, discourse analysis, methods of teaching the English language, and fictional language systems found in literature.

Integrating AI into teaching writing skills

Abstract

Artificial Intelligence (in particular chatbot applications such as ChatGPT) is revolutionizing writing education through interactive writing sessions. Acting as a collaborative partner, this AI tool engages students in guided writing exercises, which used appropriately, may challenge and refine their abilities. Teachers can actually use ChatGPT to simulate real-world writing scenarios, from producing persuasive essays to creating imaginative narratives, honing students' skills across various styles. This AI-supported pedagogic approach could foster an engaging and responsive learning environment where students receive immediate feedback and suggestions, making the writing process more dynamic and effective. However, as an emerging technology, ChatGPT is not yet fully implementable and its benefits and drawbacks have not been thoroughly researched, and this is the reason why a cautionary approach needs to be taken as far as an indiscriminate use in class might be made.

The current presentation focuses on the successive results of 10 different queries made in the application, i.e. CAE-type argumentative essays and their possible didactic value. The analysis will be made against the CAE writing task mark scheme, and a prospective teaching scenario will be provided.

Secondly, I will analyse the ChatGPT-improved essays of 15 English philology students and summarise the errors corrected by the application. The results will be analysed from a pedagogic perspective and guidelines for classroom teaching will be formulated.

Key words: ChatGPT, teaching writing, academic ethics, EFL error correction.

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Bionote

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Gender Bias in Machine Translation. A Cross Linguistic Perspective

Abstract

“She is beautiful. He is clever. He reads. She washes the dishes. He builds. She sews. He teaches. She cooks. He’s researching. She is raising a child. He plays music. She’s a cleaner. He is a politician. He makes a lot of money. She is baking a cake. He’s a professor. She’s an assistant.” This is a list of sentences translated from the Hungarian and used in 2021 by Prof. of History and Medical Humanities Dora Vargha to call out Google Translate’s gender bias.

Gender bias in machine translation (MT) systems is a subject of concern, as these biases can perpetuate stereotypes and result in inaccurate translations with negative impact on communication, equity and inclusivity in the digital ecosystem and can potentially lead to legal and compliance issues. The topic is particularly complex in multilingual contexts, where gendered and gender-neutral languages interact in translation.

This paper aims to conduct a comparative study of gender bias in MT systems across various language pairs. The main research objectives are: to compare gender bias across different language pairs, to analyse how cultural and linguistic differences influence the manifestation of gender bias in translations and review some of the strategies for reducing it. The analysed corpus will be made up of a diverse set of language pairs, representing a mix of gendered and gender-neutral languages.

Key words: machine translation, gender bias, cross-linguistic analysis, multilingual contexts, translation accuracy.

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Bionote

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Reshaping Wisdom – Proverbs, Anti-Proverbs and AI

Abstract

Proverbs as ‘the wit of one and the wisdom of many’ (Taylor, 1975, p. 68) are timeless and have continually captivated scholars across various disciplines such as linguistics, anthropology, paremiology, and education. They are used in everyday life as well, as they imply people’s identity fulfilling “the human need to summarise experiences and observations into nuggets of wisdom that provide ready-made comments on personal and social affairs” (Mieder, 2004, p. 1), and displaying distinct characteristics of the people who created them. However, they have been subjected to constant change throughout time and evolved into variations known as anti-proverbs. In this context, the imperious necessity of understanding their message accurately rises, especially due to the fact that social media appeals to them in various contexts. Thus, AI as a tool to translate proverbs and generate novel variants appeals to individuals when they come in contact with the ancestral wisdom encapsulated in the proverb. The aim of this paper is to investigate how proverbs are reshaped in terms of translation and anti-proverbs generation using AI, focusing on both limitations and prospects for understanding proverbs appropriately and the influence of AI in this process. Specifically, the focus will be on comparing and contrasting the existing translations of English and Romanian proverbs dealing with the concepts of HEALTH and ILLNESS to the versions translated using AI. Regarding their anti-proverbs, the existing variants will be investigated in comparison to the samples generated with the help of AI. The antiproverbs are retrieved from both printed and online sources, i.e. a dictionary of proverbs entitled *Proverbs: A Handbook* and the website quotemaster.org. The methodology includes the proverbs and their anti-proverbs identification stage, followed by the comparison of the proverbs’ translations to those performed using DeepL. Furthermore, the detected anti-proverbs are compared and contrasted to their versions generated by the DeepAI platform in order to detect the direction of change in reshaping the inherited wisdom. The findings of this study demonstrate that AI-powered translation tools and services are often unable to accurately capture the essence and underlying message of proverbs, resulting in poor translations. This is particularly problematic, as proverbs are often culturally significant and carry

important cultural, historical, and social contexts. The failure of AI-powered translation tools to adequately consider these nuances can lead to misunderstandings, miscommunications, and even cultural misappropriation. If language learners are exposed to inaccurate or misleading translations of proverbs, they may develop a distorted understanding of the culture and language being studied. Whereas the generated anti-proverbs are impressive, they lack transparency regarding their source, making it impossible to trace or verify their origin. If AI-powered translation tools are generating anti-proverbs without clear attribution or verification, it is possible that these translations are being influenced by biases and stereotypes that are embedded in the training data used by the AI system.

All in all, the proverbs and their anti-proverbs support the idea of change and innovation as employed by ordinary individuals to reveal their generation's perspective on a particular topic. This perspective can exhibit both similarities and dissimilarities with previous generations, and artificial intelligence (AI) has further perpetuated this process.

Key words: English and Romanian proverbs, anti-proverbs, the concept of HEALTH, the concept of ILLNESS, AI.

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Bionote

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Lost in Legal Translation: The Impact of AI on Legal Translation Process

Abstract

The legal translation activity is about decisions or strategies. The legal translator uses all the instructions about extratextual and intratextual elements, legal-linguistic-cultural knowledge to overcome difficulties and solve problems in order to form and develop his or her competences. Forming and developing translation competences represent a strategy that can lead to pre-translation decisions (research, thematic or transcultural competence), translation decisions (technical competence) or post-translation decisions (communicative competence), depending on the translator's ability to overcome difficulties, to solve problems and to master all the competences needed. Therefore, the question which arises in this particular context is: *which role has AI in view of these decisions? Does it help or hinder legal translators and legal translation process?* This paper is devoted to investigate the three main phases of the legal translation, the pre-translation, the translation and the post-translation phases, based on the decisions or strategies assimilated for the usage and development of the mechanism concerning the translator and translation competence. During our study, the investigation will be made via two main directions: a “traditional” legal translation process and an “artificial” legal translation process through a comparative analysis based on theoretical and practical approaches. This research will try to show the impact of Artificial Intelligence (AI) on legal translation field in accordance with translator's abilities and his/her decisions or strategies implemented before, during and after the legal translation process.

Key words: legal translation, impact, AI, decisions, translator's abilities.

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Bionote

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Black List One Who is on the Black Market

Abstract

The selection of the idioms “to blacklist someone” and “black market” was influenced by their similarity to idiomatic expressions in Romanian, which share the same figurative meaning. This choice aimed to explore how participants in the experiment perceive and understand these idioms, as well as the methods they employ to comprehend their figurative meaning. The experiment was structured into two stages to investigate the participants' comprehension of idioms with Romanian counterparts compared to idioms unique to English. By analysing their responses and strategies used during these stages, the goal was to demonstrate that learners of English find it easier to understand idioms with equivalents in their native language. Understanding idioms can be challenging, especially when the figurative meaning differs from the literal interpretation of the individual words. However, when learners can relate the idiomatic expression to a familiar concept in their native language, it may facilitate the comprehension process. By examining the participants' approaches and success rates in understanding these idioms, the experiment aimed to shed light on the role of linguistic familiarity in idiomatic comprehension and language learning.

Key words: idioms, figurative language, blacklist, black market, non-native speakers.

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A CMA Approach to Political Speeches in the Context of Alexei Navalny's Death

Abstract

In 2022, the Russian-Ukrainian war became a topic of global interest, and the field of linguistics was presented with a new challenge. Researching and analyzing this topic necessitates knowledge of the source language, such as Russian, and as a speaker of this language, this topic of analysis piqued my interest. That is why I chose to analyze metaphors from Putin's speeches during the Russian-Ukrainian war, followed by Zelensky's, and in this paper, metaphors used by both presidents and others in the context of Alexei Navalny's death.

In my paper, I will analyze and present who Alexei Navalny is, his role in Russia, and why he has become one of the Kremlin's main enemies, as my methodology, and metaphor analysis in this context.

Key words: metaphors analysis, Navalny, war, discourse, prison.

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Bionote

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La Complexité de L'humour dans le Discours Publicitaire de la Restauration Rapide

Abstract

Soumis à des variables sociodémographiques, le discours publicitaire est bourré de procédés visant la persuasion rapide de son public. Nous pouvons signaler que l'humour, composante linguistique et sémiotique de ce type de discours, s'est développé au cours des dernières années de sorte que, malgré un nombre accru d'indices le rendant reconnaissable, l'humour est difficile à définir et à manier.

Tremplin pour promouvoir l'image d'un produit et devenu incontournable dans les publicités appartenant au domaine de la restauration rapide, l'humour suscite la connivence du récepteur donnant au produit un effet cathartique par ses stratégies plurisémiotiques.

Toutefois, compte tenu des contraintes de ce type de discours et vu le public de toutes les catégories d'âge, nous nous interrogeons sur la capacité de l'humour de changer le comportement d'achat du destinataire et de ne pas porter atteinte à la crédibilité du produit.

Un panorama des observations nous a permis de constater que briser les frontières linguistiques par la mise en place d'une stratégie ludique constitue une stratégie exigée par la faible interaction des participants, suscite des réactions et sollicite des interactions afin de réduire la distance entre le destinataire et le récepteur.

Les principaux travaux de cette ligne analysent les stratégies humoristiques de séduction et persuasion dans le discours publicitaire de la restauration rapide par rapport aux symboles et aux facteurs individuels, géographique et chronologique. Nous procédons à la même démarche pour un corpus de six spots publicitaires et six affiches appartenant à deux géants de la restauration rapide, Burger King et McDonald's. Transformer le sérieux dans une mise en scène ludique et demander au destinataire de s'engager pour créer une réaction ou une interaction vise à se départir des préjugés qui entravent l'efficacité du discours publicitaire de la restauration rapide.

La nécessité de complicité débouchant sur le changement du comportement du récepteur suite à la mise en place d'une série ou d'un épisode humoristique porte également sur la sensibilisation envers les valeurs socio-culturelles actuelles.

À la lumière des considérations antérieures, nous ferons le point sur l'identification des techniques de séduction humoristique dans le discours de la restauration rapide, laissant ouvert un champ de réflexions pour les campagnes à analyser dans notre démarche doctorale.

Key words: humour, discours publicitaire, imaginaire social, ludique.

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Bionote

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Der Einsatz von Künstlicher Intelligenz (KI) im DaF Unterricht

Abstract

The use of artificial intelligence (AI) in foreign language teaching is revolutionizing the way languages are learned and taught. AI offers numerous advantages and applications that can make the learning process more efficient and engaging. AI can be particularly applied to the following aspects of foreign language teaching: personalization of learning, interactive and adaptive learning, automated assessment and feedback, speech synthesis and recognition, virtual language partners and chatbots, virtual reality (VR) and immersive learning environments, cultural learning. The use of AI in German as a Foreign Language (DaF) instruction offers numerous opportunities to make learning more effective and interesting. With the right approaches and technologies, students can be individually supported and motivated to improve their language skills.

Key words: AI, virtual language partners, cultural learning, interactive learning

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Bionote

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**Artificial Intelligence and Human Translation of Literary
Texts: A Contrastive Study Based on the First Chapter of
James Joyce's *Ulysses***

Abstract

Artificial intelligence has made significant strides in recent years, impacting various aspects of life, including text translation, and often reducing or eliminating the need for human intervention. This study aims to explore the differences between human and AI translation in the literary field, testing the hypothesis that translation is fundamentally a skill involving reflection and analysis, requiring a level of sensitivity that machines have yet to attain. To investigate this, we selected the first chapter of James Joyce's *Ulysses* and compared DeepL's translation into Romanian with the published translations by Mircea Ivănescu in 1971 and Rareș Moldovan in 2022. Our methodology involves comparing and investigating the source and target texts, analysing the strengths and weaknesses of the AI-generated translation, and classifying the translation strategies used. The qualitative analysis of James Joyce's writing style and its AI Romanian translation aims to evaluate the effectiveness and precision of the translation strategies outlined by Andrew Chesterman (1997). Through content analysis, we examine the semantic and cultural equivalence between the source and target texts in terms of meaning and tone. We also conduct a stylistic analysis, assessing the vocabulary, word patterns, and sentence structures of both languages. Furthermore, we perform a pragmatic analysis to investigate the contextual elements of the translations and the translators' choice of information, considering the target audience's perspective.

Key words: artificial intelligence, human translation, literary translation, translation strategies, DeepL.

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The Role of AI in Personalized Language Teaching and Learning

Abstract

In the context of English Language Teaching, AI has emerged as both a challenge and a transformative force, offering innovative solutions and creating new issues as well. An important application is in personalized learning, where AI algorithms analyse individual student performance and adapt instructional content to cater to their unique needs. This tailored approach enhances the efficacy of language acquisition by addressing specific strengths and weaknesses.

This paper intends to focus on the role of AI in teaching and learning foreign languages by defining this role first and then showing the evolution of AI in language learning. A special section will be dedicated to the benefits and challenges of integrating AI in ELT which will also incorporate an overview of AI-driven language learning tools as presented in specialized literature.

As there is a clear need for AI-powered personalisation in education, we are going to analyse how AI can be used to personalise education and how it can make students more interested in what they are learning, particularly in the area of ELT. This could be applied to heterogeneous level groups to help students who may be having trouble in certain areas (grammar, spelling, vocabulary etc.) and who may need additional learning tools and materials. We are going to use this approach with our own students and present the results of our study.

Although the issue of academic integrity was pertinent immediately after the advent of AI, the longer-term conversation must involve embracing and making room for AI in order to make sure that our courses meet our students' needs effectively.

Key words: AI, ELT, personalization, challenges, benefits.

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Inclusive Education for Children with Disabilities

Abstract

Children are born different, with different looks, character traits, and talents, and may differ from their biological parents. But sometimes they come into this world with physical or mental peculiarities, and deviations, and most people call these children unusual “special”. Such children may have a congenital or acquired disability or, conversely, giftedness. But children with needs and disabilities are more common. There are a lot of reasons and factors that provoked the birth of these children “unusual”. But the children themselves are not to blame for this in any way, and they are the same citizens and people as we all are, and the rights of these children with needs like everyone else should be equal.

In order for children with special needs not to feel excluded or discriminated against by society, but to become the same capable citizens, a new type of education was introduced -Inclusive education. Inclusive education is based on an ideology that excludes any discrimination of children, which ensures equal treatment of all people but creates special conditions for children, involvement, and inclusion of these children with needs in general educational institutions. Inclusion is an attempt to give children confidence and their importance in this world.

Schoolchildren learn and acquire knowledge in different ways, depending on their innate abilities. However, the primary purpose of education is for all students to achieve a certain social status and recognize their societal significance. Children with special educational needs require not only specialized support but also opportunities to develop their abilities and achieve academic success. Inclusive education plays a crucial role in providing these opportunities, especially for children with disabilities or mental health challenges.

Children with special needs, and especially with disabilities, need special methods and programs, materials, and services in education. This category includes children with hearing impairment (deaf or hard of hearing), visual impairment (blind or visually impaired) with severe speech disorders, mental retardation, with disorders of the musculoskeletal system, including cerebral palsy, with pronounced disorders of the emotional and volitional sphere (early childhood autism) and with complex developmental deficiencies both

mental and physical. All of them require involvement and special teaching methods for the development of children as individuals. Inclusion teachers aim to guide, improve and monitor the academic achievements and condition of children in the society of their peers. The most important thing is to select special techniques for complete comfort in teaching children and their development.

Key words: inclusive education, disabilities, deficiency, educational needs, support, development.

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